## Workplace Skills

Guiding questions as you complete this matrix:

- Given what you know about employability skills, what skills should be explicitly highlighted as a result of the indicator?
- Do your responses reflect implicit or explicit highlighting of the skill?
- How do you know if the skills are present? What is the evidence/source to verify?

| Employability skills | Skill attributes | What ADE initiatives (current or planned) support these employability skills (for example, through desired outcomes, activities, partnerships)? | What LEA indicator(s) could provide evidence that these skills are being mastered? | What ADE indicator(s) (current, piloting, or planned) could provide evidence that these skills are being mastered? | | How are these indicators currently used? For what purpose? By whom (for example, principal, teacher, guidance counselor, student, parent, ADE or other state agency)? | How do/might LEAs use local indicators for improvement (what decisions are/could be made using these indicators, what level of impact—student, school, district)? How do/might these indicators roll up into ADE accountability measures to demonstrate mastery and communicate progress to parents and other stakeholders? |
|---|---|---|---|---|---|---|---|
| **Workplace skills** | | | | ADE indicator | Current, pilot, or planned | | |
| **Resource management.** Resource management is often a component of project-based learning and collaborative group work but can also apply to how an individual student manages class time. | | | | | | | |
| **Manages time.** Students demonstrate time management when organizing and planning project activities with a team or when organizing and managing themselves and individual class assignments and homework. Time management is inherent in almost all assignments. | ▪ Demonstrate time management when organizing and planning project activities with a team<br>▪ Demonstrate time management when organizing and managing individual class assignments and homework | | | | | | |

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| **Manages money.** Students manage money in group projects requiring allocation of limited finances and resources (i.e., designing/marketing a toy, flipping a house, or planning a trip). | ▪ Manage money in group projects requiring allocation of limited finances and resources | | | | | | |
| **Manages resources.** Students manage resources in projects requiring allocation of limited finances, resources (materials), and personnel. | ▪ Manage resources in projects requiring allocation of limited resources and personnel | | | | | | |

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| **Manages personnel.** Students gain experience managing personnel (i.e., each other) in group projects requiring allocation of limited finances, resources (materials), and role assignments. They also manage their own behavior and participation. | ▪ Gain experience managing personnel (i.e., each other) in group projects requiring role assignments<br>▪ Manage their own behavior and participation | | | | | | |
| **Information use.** Information use can include retrieving information from any medium (e.g., print, TV, Internet, or in person) and can range from looking up one piece of information to writing a term paper or preparing an oral presentation. | | | | | | | |

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| **Locates information.** Students use analytical strategies to determine the best medium for finding necessary information. | ▪ Use analytical strategies to determine the best medium for finding necessary information<br>▪ Differentiate among data sources | | | | | | |
| **Organizes information.** Students use any graphic organizer—outline, concept map, organization chart, tables, etc.—to sort information/data. | ▪ Use any graphic organizer (e.g., outline, concept map, organizational chart, or table) to sort information or data | | | | | | |
| **Uses information.** Students use classification and analytic skills to determine the necessary information (i.e., stay on target) to complete a task. | ▪ Use classification and analytic skills to determine the necessary information to complete a task | | | | | | |

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| **Analyzes information.** Students assess information to determine which is relevant (does not have to be a mathematical analysis). | ▪ Assess information to determine which is relevant<br>▪ Understand the relationship between different pieces of information | | | | | | |
| **Communicates information.** Students summarize information to compose written or oral presentations, posters, reports, slides, etc. This can also be as simple as a student explaining a problem in front of the class. | ▪ Summarize information in oral or written form<br>▪ Explain information, reasoning, or process | | | | | | |

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| **Communication skills.** Routinely displayed in students' everyday actions in the classroom—how they participate in lessons, contribute to the learning environment, treat their fellow students, and govern themselves. | | | | | | | |
| **Communicates verbally.** Students provide oral responses. Evidence ranges from providing impromptu short answers during a lesson to completing a formal oral presentation. | ▪ Provide impromptu oral responses to questions<br>▪ Share ideas or feedback with peers or teachers<br>▪ Complete a formal oral presentation | | | | | | |

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| **Listens actively.** Students are noticeably engaged through notetaking, questioning, and responding. | ▪ Be noticeably engaged through notetaking, questioning, and responding<br>▪ Respond well to constructive feedback<br>▪ Adapt accordingly | | | | | | |
| **Comprehends written material.** Students use/ demonstrate reading skills by following written instructions/project directions, reviewing print and digital resources, completing worksheets, and asking questions about what they have read. | ▪ Follow written instructions or project directions<br>▪ Review print and digital resources<br>▪ Ask questions about what they have read | | | | | | |

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| **Conveys information in writing.** Students rely on writing skills to organize lab reports, posters, and presentation materials and to take notes and reply to essay questions. | ▪ Organize lab reports, posters, and presentation materials<br>▪ Take notes | | | | | | |
| **Observes carefully.** Students interpret verbal and nonverbal communication efforts of others. | ▪ Interpret the verbal and nonverbal communication efforts of others<br>▪ Follow and take directions from teachers or peers | | | | | | |
| **Systems thinking.** A team working in sync to accomplish an assignment can be thought of as a system. | | | | | | | |

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| **Understands and uses systems.** Students understand their roles and assignments when collaborating as a team (system) and contribute to the organizational structure and function of the team. | ▪ Understand their roles and assignments when collaborating as a team (e.g., system) <br> ▪ Contribute to the organizational structure and function of the team <br> ▪ Identify resources (people or information) that can further project aims | | | | | | |
| **Monitors systems.** Students devise methods to assess team (system) progress. | ▪ Devise methods to assess team (e.g., system) progress | | | | | | |
| **Improves systems.** Students negotiate midcourse corrections, adaptations to team (system) tasks if necessary. | ▪ Negotiate midcourse corrections and adaptations to team (e.g., system) tasks if necessary | | | | | | |

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| **Technology use.** In the classroom and workplace, technology skills typically refer to the use of digital electronics. | | | | | | | |
| **Understands and uses technology.** Students often rely on various digital technologies for calculating, collecting, and displaying data, conducting research, creating presentations, and writing reports. | ▪ Use appropriate digital technologies for calculating, collecting, and displaying data, conducting research, creating presentations, and writing reports<br>▪ Identify attributes and uses of common digital technologies | | | | | | |

**Reflection questions:**

- Are there skills for which LEAs and ADE have no current or planned indicators?
- Would it be useful to add indicators to inform the development of those skills? At what level of the system? Who would be responsible for taking the next steps to do so?
- What other statewide initiatives—current or planned—are collecting indicators that might inform mastery of these skills?